NEW MILLS SCHOOL & SIXTH FORM

TARGET SETTING AND REPORTING POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	C Jesson	September 2016	FGB Min No. 15g	19/10/2016

Revision	Date	Description of Changes
Draft	September 2016	New issue

Signed: ………………M Cole……………………………   Date: ……19/10/2016……….
Chair of Governors

Target Setting and Reporting Policy

Our Vision:

We aim to empower everyone to be the best that they can be, optimising their future success, well-being and contribution to society. Engagement with our community is at the heart of all that we do, responding to the needs and aspirations of all our stakeholders to create a friendly and inclusive school community that is rich in variety and diversity.

Our Aims:

At New Mills School we work with all our students to enable them to :-

- Achieve the highest personal academic standards and progress in all areas of the curriculum.

- Develop outstanding levels of literacy and numeracy.

- Develop high self-esteem and aspirations.

- Respect members of their community and their environment.

- Celebrate diversity.

- Extend themselves academically, physically, spiritually and morally.

- Become life-long learners, flexible and adaptable for the modern world.

- Work both collaboratively and independently as appropriate.

- Acquire employability skills for economic wellbeing.

Our Values:

Our values are based on the school motto 'Let Right be Done'

Respect

Integrity

Generosity

Honesty

Tolerance

This Target Setting and Reporting policy must be read in conjunction with New Mills School Assessment Policy. The aim of this policy is to set out how students are set targets at New Mills School, and how their progress towards achieving these targets is reported. This policy explains how we are changing practice in light of national changes to both the KS2 assessments (moving from National Curriculum levels to scaled scores) and the GCSE grading system (moving from A*-G to 9-1).

1. We use students' prior attainment at KS2 to set appropriate targets for them. As they enter the school they are given two targets. These are GCSE grades. One is the grade they are expected to get, given their starting point, and the other is an aspirational grade which we encourage them to strive for.
2. The targets are arrived at through using KS2 levels and Attainment 8 conversion tables for 1-9 grades and transition matrices for A*-G grades. For the new KS2 scores advice has been taken from Derbyshire schools on how to set targets. Tables showing how targets are set are in appendix 1.
3. In addition every student is assessed using CATS in the first few weeks of Y7. These give valuable information to the student, parent and teacher of the cognitive abilities of the student. If it becomes apparent that targets need to be adjusted (either from CATS information, or from lessons) this can happen, but would need to be thoroughly justified and done in consultation between FTL/SLT.
4. The two targets are accessible to students on the front or inside of each book/folder
5. The forecasted grade for a student is likely to remain static throughout Y7 to Y11, unless their performance in assessments gives staff clear indication that the GCSE grade they are likely to achieve is higher or lower. The grades given in reports are directly comparable to the targets they are set, and students not on track can be identified easily. A student receiving the same grade throughout their time at New Mills School is making progress as the complexity of each subject is increasing.
6. There are three major summative assessments per subject per year for each student. For older year groups these are calendared and formal exam conditions are provided. For Y7-9 the scope and conditions of these assessments are at the teacher's discretion, in line with their agreed subject approach.
7. Assessments are designed to be closely tied to the relevant subject's GCSE assessment objectives. Staff should be clear which assessment objectives are being assessed.
8. Each assessment is graded on the 9-1 scale (or on the A*-G scale if in a legacy subject) and given a whole grade (no sub-grades). If all assessment objectives are in the assessment this is very straightforward, if only some are being assessed, then staff judgement and past performance in other assessment objectives will form a part of the grade. This grade is the <u>forecasted</u> GCSE grade.
9. The forecasted GCSE grade is entered into SIMS in snapshot weeks. SIMS colour codes the grades comparing to the students' <u>expected</u> target grade
    Gold – grade(s) above expected (giving a positive contribution to progress 8)
    Green – grade at expected (giving a zero contribution to progress 8)
    Amber – one grade below expected (giving a negative contribution to progress 8)
    Red – two (or more) grades below expected (giving a significantly negative contribution to progress 8)
10. For any student that is not gold or green, an action is selected (see appendix 2), and the member of staff indicates in SIMS the planned classroom interventions from an agreed list (see appendix 3)
11. A students' attitude to learning is also graded in each subject using the 3R's statement sheet and choosing a best fit grade. Again, if any student does not achieve a 1 or a 2, an action is selected by the member of staff (see appendix 2)
12. The attainment grades and actions, 3R's grades and actions are reported to parents in a snapshot report a week after data collection closes. These snapshots build up over the year so parents and students can see progress and trends. These reports also contain information on attendance, punctuality, behaviour

and achievement points. These pastoral factors are colour coded using the red, amber, green, gold codes and agreed thresholds (see appendix 4).

13. Actions indicated by class teachers should be completed by the student as soon as possible.
14. Subject teachers implement the classroom interventions as soon as possible.
15. Additional intervention may be implemented as determined useful by the Faculty Team Leader, Progress Leader or Year Manager.

Appendix 1 – Target Setting Tables

2016-17 Y8-11

KS2 average fine level	2015 Attainment 8 estimate	Number grade per subject	2016-17 EXPECTED Target Number	2016-17 ASPIRATIONAL Target Number	2016-17 EXPECTED Target Letter	% Chance	2016-17 ASPIRATIONAL Target Letter	% Chance
1.5	13.01	1.301	1	2	F	51	E	36
2	17.57	1.757	2	3	E	54	D	33
2.5	19.14	1.914	2	3	E	56	D	34
2.8	20.11	2.011	2	3	E	56	D	34
2.9	21.62	2.162	2	3	E	56	D	34
3	23.08	2.308	3	4	E	59	D	35
3.1	23.65	2.365	3	4	E	59	D	35
3.2	24.16	2.416	3	4	E	59	D	35
3.3	25.88	2.588	3	4	E	59	D	35
3.4	27.42	2.742	3	4	D	49	C	23
3.5	28.27	2.827	3	4	D	49	C	23
3.6	29.95	2.995	3	4	D	49	C	23
3.7	31.81	3.181	3	4	D	62	C	33
3.8	33.33	3.333	3	4	D	62	C	33
3.9	34.98	3.498	3	4	D	62	C	33
4	36.12	3.612	4	5	C	44	B	16
4.1	38.45	3.845	4	5	C	44	B	16
4.2	40.3	4.03	4	5	C	44	B	16
4.3	42.24	4.224	4	5	C	44	B	16
4.4	44.15	4.415	4	5	C	61	B	28
4.5	45.52	4.552	5	6	C	61	B	28
4.6	48.2	4.82	5	6	C	61	B	28
4.7	50.43	5.043	5	6	B	44	A	16
4.8	52.48	5.248	5	6	B	44	A	16
4.9	54.77	5.477	5	6	B	44	A	16
5	55.88	5.588	6	7	B	61	A	28
5.1	59.07	5.907	6	7	B	61	A	28
5.2	61.28	6.128	6	7	B	61	A	28
5.3	63.7	6.37	6	7	B	61	A	28
5.4	66.12	6.612	7	8	A	48	A*	17
5.5	65.46	6.546	7	8	A	48	A*	17
5.6	71.42	7.142	7	8	A	48	A*	17
5.7	74	7.4	8	9	A*	45	A*	45
5.8	76.14	7.614	8	9	A*	45	A*	45

2016-17 Y7 (to be reviewed throughout the year)

Scaled score	Expected Grade	Aspirational Grade
115-120	8	9
110-114	7	8
105-109	6	7
100-104	5	6
95-99	4	5
94 or below	3	4

Appendix 2 – Snapshot Report Actions

Attainment actions

Action (word for SIMS)	Description (which appears on the snapshot)
Attend	Attend every lesson ready to learn
Equipment	Bring full equipment to every lesson
Behave	Ensure behaviour is exemplary in every lesson
On time	Arrive on time for every lesson, ready to learn
Practise	Complete additional practice work on the topics studied
Revise	Use revision techniques to regularly refresh understanding of topics studied
Technique	Practise exam style questions to improve assessment technique
Focus	Ensure every task receives full focus
HW	Complete HW on time, to the highest standard possible

3R's actions

Action (word for SIMS)	Description (which appears on the snapshot)
Prepare	Prepare effectively for lessons
Deadline	Meet deadlines for classwork and home work
Catch up	Take responsibility for catching up on missed work
Stretch	Choose high challenge tasks in class and for HW
Resilient	Bounce back from setbacks and accept failure as an opportunity for learning
Persist	Persist until task is completed to the best possible standard
Independence	Develop skills so tasks can be completed independently
Feedback	Seek and act on feedback to make improvements

Appendix 3 – Classroom Interventions

- CW   Personalised classwork
- EC   Advised to go to extra-curricular clubs
- FE   Further encouragement
- HLTA   HLTA support in lessons/extra sessions
- HW   Personalised homework
- KASH   KASH conversation
- M   Classwork/HW monitoring
- P   Parent contact (phone or email)
- PEER   Peer support
- PM   Parent meeting
- RE   Reassessed
- REFFT   Referral to form tutor
- REFPL   Referral to progress leader
- REFSEN Referral to SENCo
- REFYM Referral to year manager
- REP   Subject report
- SEAT   Change in seating plan
- SSD   Additional support session(s) -   departmental
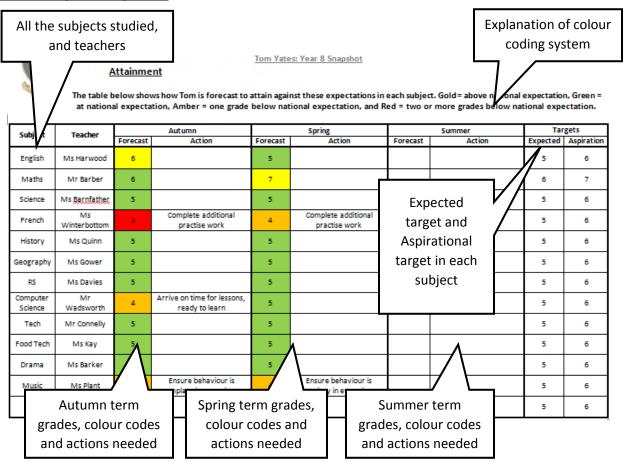- SST   Additional support session(s) with class teacher
- SUPM   Additional support material
- TA   TA support in lessons/extra sessions
- VSUP   Additional verbal support in lessons
- WSUP   Additional written support in lessons

Appendix 4 - Snapshots Explained

All the subjects studied, and teachers

Explanation of colour coding system

Tom Yates: Year 8 Snapshot

Attainment

The table below shows how Tom is forecast to attain against these expectations in each subject. Gold = above national expectation, Green = at national expectation, Amber = one grade below national expectation, and Red = two or more grades below national expectation.

Subject	Teacher	Autumn		Spring		Summer		Targets	
		Forecast	Action	Forecast	Action	Forecast	Action	Expected	Aspiration
English	Ms Harwood	6		5				5	6
Maths	Mr Barber	6		7				6	7
Science	Ms Barnfather	5		5				5	6
French	Ms Winterbottom	3	Complete additional practise work	4	Complete additional practise work			5	6
History	Ms Quinn	5		5				5	6
Geography	Ms Gower	5		5				5	6
RS	Ms Davies	5		5				5	6
Computer Science	Mr Wadsworth	4	Arrive on time for lessons, ready to learn	5				5	6
Tech	Mr Connelly	5		5				5	6
Food Tech	Ms Kay	5		5				5	6
Drama	Ms Barker			5				5	6
Music	Ms Plant		Ensure behaviour is		Ensure behaviour is			5	6
								5	6

Expected target and Aspirational target in each subject

Autumn term grades, colour codes and actions needed

Spring term grades, colour codes and actions needed

Summer term grades, colour codes and actions needed

All the subjects studied, and teachers

The responsibility, resilience and reflectiveness displayed in the students' learning in each subject

Explanation of colour coding system

Attitude to Learning

At New Mills School we aim to develop responsible, resilient and reflective learners. The way we describe the ... s exhibited by such students is included with this snapshot. The table below shows Tom's performance against these expectat ... s in each subject. Gold = Outstanding, Green = Good, Amber = Requires Improvement, and Red = Inadequate.

Subject	Teacher	Autumn 3R's	Autumn Action	Spring 3R's	Spring Action	Summer 3R's	Summer Action
English	Ms Harwood	(yellow)		(green)			
Maths	Mr Barber	(yellow)		(yellow)			
Science	Ms Barnfather	(green)					
French	Ms Winterbottom	(green)		(amber)	Try a task multiple times before seeking help		
History	Ms Quinn	(green)		(green)			
Geography	Ms Gower	(green)		(green)			
RS	Ms Davies	(green)		(green)			
Computer Science	Mr Wadsworth	(amber)	Use discussion time productively	(green)			
Technology	Mr Connelly	(green)					
Food Tech	Ms Kay	(green)					
Drama	Ms Barker						
Music	Ms Pl...						
PE	Mr Wo...						

Autumn term colour codes and actions needed

Spring term colour codes and actions needed

Summer term colour codes and actions needed

Explanation of colour coding system

Attendance, Punctuality, Achievement and Behaviour

At New Mills School we set high standards for attendance punctuality and behaviour. Po... behaviour is recorded a "C" incidents. A C4 incident is more severe than a C3 incident. Students earn achievement points for positive behaviours (e.g. outstanding effort in a HW, great contributions in class. A summary of Tom's performance against these standards is below. Gold = Outstanding, Green = Good, Amber = Requires Improvement, and Red = Inadequate.

	Autumn	Spring	Summer	Overall
Attendance (%)	96.0	96.6		96.2
Number of absences	2	3		5
Number of Lates	4	2		6
Achievement Points	45	167		212
C3 Incidents	5	2		7
C4 Incidents	(red)	0 (yellow)		(amber)

Figures for each term individually with colour codes

All terms so far taken together with colour codes

If you have any questions or comments about any of the information in this snapshot, please feel free to contact Tom's Tutor (Ms Keough), Year Manager (Ms Johnson), Progress Leader (Mr Ralph) or his teachers directly by phone or e-mail. Alternatively please write your comments/questions in the relevant section ... is planner and ask Tom to share them with the relevant member of staff.

How to get in touch about any aspect of the snapshot report

Pastoral Thresholds:

	Gold	Green	Amber	Red
% Attendance	100%	95-99%	90-94%	Below 90%
Number of Lates	0	1-5	6-10	More than 10
Achievement Points	30 or more	20-29	10-19	Less than 10
C3 Incidents	0	1-2	3-4	5 or more
C4 Incidents	0	0	1	2